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## Lead-Deadwood School District Improvement Plan/Progress Report

<b>Principle 1: General Supervision</b>				
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The team validated the steering committees conclusion that all referrals are not documented. In 8 of 12 elementary files reviewed by the team there was no evidence of a written referral.</p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district wishes to ensure that all children with suspected disabilities that are referred for evaluation and possible special education/special education with related services have written documentation of that referral.</p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p>The district will develop a procedure that will check and ensure that all referrals for special education or special education with related services are documented.</p>				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. When given a referral on a student for special education services, the special educator/speech therapist will complete a referral form as part of the required paper work, 100% of the time.	Immediately To continuous	Special Educators Speech Therapists	<b>ONGOING</b>	<b>Met July '04</b>
<p>Please explain the data (6 month)</p> <p><b>100% of the files reviewed had completed referral forms. A checklist of required forms is being developed to ensure all forms are contained in each student record. Timeline – 12 month progress report</b></p>				
<p>Please explain the data (12 month)</p> <p><b>Checklist of Student File Document Verification has been completed and distributed.</b></p>				

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2. When given a referral on a student for special education services, the building principal will sign off on the referral acknowledging administrative support, 100% of the time	Immediately To continuous	Building Principal	<b>MET</b>	
Please explain the data (6 month) <b>100% of the referral forms reviewed contained Principal signature. (Checklist from previous STO)</b>				
3. When given a referral on a student for special education services, the signed and completed referral form will be shared with the school evaluator/psychometrist/psychologist 100% of the time	Immediately To continuously	Special Educator Speech Therapist Evaluators	<b>ONGOING</b>	<b>Met July '04</b>
Please explain the data (6 month) <b>Staff indicates that they verbally discuss the reason for referral and areas of suspected disability(s); however, there is no written documentation.</b> <b>The district's referral form is being redeveloped to included signed documentation that areas of suspected disability(s) have been discussed with all relevant evaluators. Timeline – 12 month progress report</b>				
Please explain the data (12 month) <b>The district's referral form has been redeveloped to include verification that reasons for referral have been discussed with all relevant evaluators.</b>				
4. When given a referral on a student for special education services, the special education director will review the student's file to ensure completion of all required paperwork and add the student to the special education SIMS report, 100% of the time	Immediately To continuously	Special Ed. Director	<b>ONGOING</b>	<b>Met July '04</b>
Please explain the data (6 month) <b>The district is currently in the process of utilizing the DDN Campus program for IEP development and all related/required components of the students' program. Timeline – 12 month progress report.</b> <b>The Special Ed. Director is currently reviewing the latest child count and updating SIMS. Timeline – 12 month progress report</b>				
Please explain the data (12 month) <b>The district uses DDN Campus for 100% of its IEPs. Two special education teachers attended an in-service on using the DDN Campus program on April 1, 2004. They in serviced the entire special education staff in May of 2004 and will in-service the staff again prior to the start of the 2004-05 school year to ensure the program is used correctly. Latest child count was reviewed for 100% accuracy.</b>				

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<b>5.</b> To ensure referrals on students for special education services are developed correctly, the special education director will hold a special education staff meeting to explain the referral process and documentation annually and upon hire of new staff members 100% of the time.	December 20, 2002 To continuously	Special Ed. Director	<b>ONGOING</b>	<b>Met July '04</b>
<b>Please explain the data (6 month)</b> <b>A special education staff meeting was held on December 20, 2002 where referral process and documentation was addressed.</b> <b>A special education staff meeting will be held upon completion of the re-developed referral form and the process will be reviewed.</b>				
Please explain the data (12 month) <b>Referral form has been redeveloped, distributed and reviewed with 100% of the Spec. Ed. Staff.</b>				

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### Improvement Plan

<b>Principle 1: General Supervision</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)				
<b>The team was unable to verify the services were being provided to 1 student listed on the district's 2000-01 child count</b>				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
The district wishes to ensure that the district's child count is accurate to enable the district to receive the appropriate amount of funding intended for the special education children with disabilities.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>				
<b>In order to ensure that the district receives the appropriate amount of funding for special education of children with disabilities, the district will develop a system of checks for accuracy in its annual child count.</b>				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. To ensure that the district's child count is accurate, the special educators/speech therapists will send a list of all students that are on current IEPs to the special education director each year immediately following December 1 <sup>st</sup> .	December 10 Annually	Special Educators Speech Therapists	<b>MET</b>	
<b>Please explain the data (6 month)</b>				
<b>A list of all students from all special staff was received on December 10<sup>th</sup>, 2002 and child count was updated.</b>				
2. To ensure that the district's child count is accurate, the special education director will compare the special education lists from the staff with the district's SIMS coordinator with 100% accuracy upon completion.	December 20 Annually	Spec. Ed. Director	<b>ONGOING</b>	<b>Met July '04</b>

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<b>Please explain the data (6 month)</b> <b>Child count data and SIMS data were compared prior to December 20, 2002 for accuracy. This process was repeated several times throughout the remainder of the 2002-03 school years.</b> <b>The Special Ed. Director is currently obtaining updated information on special ed. Students from special ed. Staff to update this years SIMS. Timeline – October 15, 2003.</b>				
Please explain the data (12 month)				
<b>Current child count is accurate</b>				
<b>3.</b> To ensure the district's child count is accurate, the special education director will visually inspect each student's IEP using computer/internet technology prior to sending the assurance statement to the Department of Special Education with 100% accuracy.	January 15 Annually	Spec. Ed. Director	<b>MET</b>	
<b>Please explain the data (6 month)</b> <b>The district is currently starting to use the DDN Campus system which will allow the director to visually inspect each student's IEP.</b>				
<b>4.</b> Upon the transition to Infinite Campus software in April, 2003, the special education director will be able to view each student's IEP electronically to ensure 100% accuracy on the SIMS report and annual child count.	April 2003	Spec. Ed. Director	<b>MET</b>	
<b>Please explain the data (6 month)</b> <b>See previous STO</b>				

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<b>Principle 3: Appropriate Evaluation</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)				
<b>The team found the district to be unfamiliar with the functional assessment requirement thus resulting in the lack of functional assessment being a part of the evaluation process.</b>				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
The district desires to evaluate children with suspected disabilities with all required and appropriate evaluations.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>				
The district's special education staff will become familiar with functional assessment procedures and use functional assessments as part of each child's evaluation process.				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. To increase familiarity with the functional assessment requirement, each special education staff member will download and print a copy of the "Functional Assessment for Special Education" from the state site: <a href="http://www.state.sd.us/state/executive/deca/special/special.htm">http://www.state.sd.us/state/executive/deca/special/special.htm</a> , annually	December 20, 2002	Special Educators Speech Therapists Spec. Ed. Director	<b>MET</b>	
<b>Please explain the data (6 month)</b> <b>100% of the Special ed. Staff downloaded and printed a copy of the Functional Assessment technical assistance guide from the State site.</b>				
2. To increase familiarity with the functional assessment requirement, the special education director will hold a functional assessment workshop annually with 100% participation of the special education staff.	December 20, 2002	Special Educators Speech Therapists Special Ed. Director	<b>MET</b>	
<b>Please explain the data (6 month)</b> <b>A Functional Assessment workshop was held on December 20<sup>th</sup>, 2002 with 100% participation of spec. ed. Staff.</b>				

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3. To increase familiarity with the functional assessment requirement, the special education staff will attend a DDN broadcast, in-service, or workshop on functional assessments annually	May 1, 2003	Special Edu/Speech Therap Paraprofessiona ls Spec. ed. Dir. & Principals	<b>ONGOING</b>	<b>Met July '04</b>
<b>Please explain the data (6 month)</b> <b>On-going. No DDN broadcast on Functional assessments was offered during the 2002-03 school year.</b>				
<b>Please explain the data (12 month)</b> <b>On January 16, 2004, a video of a previously presented DDN training on Functional Assessments was obtained and shown to the entire Special Education Staff as part of our district's staff development day.</b>				
4. To ensure that functional assessment is part of the evaluation process, the special educator/speech therapist will complete a functional assessment on each student 100% of the time.	December 20 to May 23, 2003	Special Educators Speech Therapists	<b>ONGOING</b>	<b>Met July '04</b>
<b>Please explain the data (6 month)</b> <b>100% of new evaluations and 3 year re-evaluations contained functional assessment for special education students.</b> <b>Functional assessments in the speech/language department is still being reviewed. Timeline – 12 month progress report.</b>				
<b>Please explain the data (12 month)</b> <b>The district now utilizes the services of TheraCare, a private speech therapy provider. One of the terms of their contract is that all assessments including functional assessments be completed. They have complied 100%</b>				
5. To ensure that functional assessment is part of the evaluation process, special education staff will write functional assessments in "parent friendly" terms include parent input and give the parent a copy of the assessment as an essential part of the evaluation process 100% of the time.	December 20, 2002 To Continuous	Special Educators Speech Therapists Special Ed. Director	<b>MET</b>	
<b>Please explain the data (6 month)</b> <b>100 % of functional assessments reviewed contained parent friendly language and parent input.</b> <b>100% of IEPs reviewed indicated by parent initial that they had received a copy of all evaluations.</b>				

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<b>Principle 3: Appropriate Evaluation – 24:04:25:04:03 Determination of Eligibility</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)				
The review team determined that a written analysis gathered from the evaluations was not being developed resulting in the parents not receiving an evaluation report that determined the child's strengths, weakness and present levels of performance.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
The district desires that every parent be completely informed of their child's strengths, weaknesses and present levels of performance. This will help them and the district develop appropriate goals and objectives that are directly linked to the child's evaluation results.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>				
The district special education staff will develop a written analysis of each child's evaluations and ensure that a copy of that analysis is provided to the child's parent.				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. Upon completion of standardized evaluations during the assessment process, a written report will be developed that explains the evaluations' results, for each student, 100% of the time.	Immediately & continuous	Special Educators Speech Therapists	<b>ONGOING</b>	<b>Met July '04</b>
<b>Please explain the data (6 month)</b> <b>On going. Other than a copy of evaluation results and a copy of the functional assessment which addresses results of standardized evaluations, no separate written report is developed. Timeline – 12 month progress report</b>				
<b>Please explain the data (12 month)</b> <b>Written reports are being developed following assessments.</b>				
2. Upon completion of standardized evaluations during the assessment process, a written report will be developed in such a way that the findings are clear and understandable to the parent(s), 100% of the time.	Immediately & continuously	Special Educators Speech Therapists	<b>ONGOING</b>	<b>Met July '04</b>
<b>Please explain the data (6 month)</b> <b>See previous STO</b>				
<b>Please explain the data (12 month)</b> <b>Reports are written in parent friendly language</b>				



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3. Upon completion of the assessment process, a written report will be written which explains the student's present level of performance, including strengths and weaknesses, and these are linked to the results of the evaluations, 100% of the time.	Immediately & continuously	Special Educators Speech Therapists	<b>ONGOING</b>	<b>Met July '04</b>
<b>Please explain the data (6 month)</b> <b>See previous STO</b>				
Please explain the data (12 month) <b>Written reports are developed that link the results of the evaluations to the student strengths and weaknesses, thus resulting in a report that accurately reflects the student's present level of performance.</b>				
4. Upon completion of the assessment process, a copy of the written report will be given to the parent(s) 100% of the time.	Immediately & continuously	Special Educators Speech Therapists	<b>ONGOING</b>	<b>Met July '04</b>
<b>Please explain the data (6 month)</b> <b>See previous STO</b>				
Please explain the data (12 month) <b>Parents receive a copy of the written report and initial on the IEP</b>				

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<b>Principle 4: Procedural Safeguards</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)				
Through interview, district staff stated they were not aware of the "one year before" the student reaches the age of majority of eighteen requirement that his or her rights would transfer to them.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
The district desires for every special education student or special education student with related services to be informed and aware that upon reaching the age of majority of eighteen, their rights will be transferred to them and that they are made aware of this transfer a least one year prior to their eighteenth birthday.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>				
The district will develop a system of checks that will ensure that each special education or special education with related services student is informed of their transfer of rights at least one year prior to their eighteenth birthday.				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. To ensure that each student is aware that his/her rights transfer to tem at the age of 18, secondary level special education staff will attend a DDN broadcast, in-service or workshop on IEP procedures that include information on the transfer of rights annually.	2002-03 & continuously	Secondary level Special Educators	<b>ONGOING</b>	<b>Met January 05</b>
<b>Please explain the data (6 month)</b> On going. No DDN broadcast, in-service was available during the 2002-03 school year. Timeline – 12 month progress report				
<b>Please explain the data (12 month)</b> No DDN broadcast in-service has been available. However, the secondary special educator has become very much aware of the transfer of rights process by reviewing IEP procedures for secondary students.				
<b>Please explain the data (18 month)</b> The secondary special education teachers, including 7 <sup>th</sup> grade teacher, 8 <sup>th</sup> grade teacher and high school teacher attended a DDN broadcast on transition which addressed the transfer of rights. They attended at Sturgis High School on November 18 <sup>th</sup> , 2004.				

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2. To ensure students are aware of their transfer of rights, each student will be informed that his/her rights will be transferred to them on their eighteenth birthday when the IEP that is being developed or reviewed will be in effect on that birth date, 100% of the time.	Immediately & continuously	Secondary level Special Educators	<b>MET</b>	
<b>Please explain the data (6 month)</b> <b>100% of IEPs reviewed of students who had turned 17 had documentation by initials that the student was informed of the transfer of rights.</b>				
3. To ensure students are aware of their transfer of rights, it will be documented on the students' IEPs that occur during the year they turn seventeen that they have been informed of the transfer, 100% of the time.	Immediately & continuously	Secondary level Special Educators	<b>MET</b>	
<b>Please explain the data (6 month)</b> <b>See previous STO</b>				
4. To ensure students are aware of their transfer of rights, a copy of the parental rights booklet will be provided to the student during the IEP meeting that will occur during the year they turn seventeen, 100% of the time.	Immediately & continuously	Secondary level Special Educators	<b>MET</b>	
<b>Please explain the data (6 month)</b> <b>100% of students that turn 17 during the school year receive a copy of the parental rights book and initial the IEP they have received their rights.</b>				
5. To ensure the district is in compliance with special education students' rights, the secondary level guidance counselor will inform the secondary special educator of students turning seventeen during the current school year, annually, 100% of the time.	Immediately & continuously	Secondary level Guidance Counselor(s)	<b>ONGOING</b>	<b>Met January 05</b>
<b>Please explain the data (6 month)</b> <b>The secondary level guidance counselor has been notified that he must notify the special education teacher of students turning 17 during the current school year.</b>				
<b>Please explain the data (12 month)</b> <b>The secondary level guidance counselor has been notified that he should provide the special education teacher with a list of students that will turn 17 during the current school year.</b>				
<b>Please explain the data (18 month)</b> <b>The secondary counselor notifies the special education teacher of those students turning seventeen during the current school year.</b>				

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<b>Principle 5: Individual Education Program</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  The review team reviewed files and found that present levels of performance were not linked to evaluation and they did not contain the students' strengths, needs or their involvement in the general curriculum.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district desires to have individual education programs for children with disabilities that are driven by the results of the students' evaluations and are developed around the students strengths and needs while allowing them to be involved in the general curriculum.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  The district will develop individual education programs for children with disabilities that have present levels of performance that are linked to the students' evaluation and contain the students' strengths, needs and involvement in the general curriculum.				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. To ensure that the written report is understandable to the student's parent(s), the report will be written in "parent friendly" language 100% of the time.	Immediately & continuously	Special Educators Speech Therapists	<b>ONGOING</b>	<b>Met July '04</b>
<b>Please explain the data (6 month)</b> <b>On going. Not all of the files have parent friendly language. Timeline – 12 month progress report</b> <b>See previous Principle regarding written reports and parent friendly language.</b>				
<b>Please explain the data (12 month)</b> <b>Written reports are written in parent friendly language.</b>				
2. When given completed assessments, a written report of present levels of performance will be developed that includes the strengths and weaknesses of the student and how these are linked to the assessments 100% of the time.	Immediately & continuously	Special Educators Speech Therapists	<b>ONGOING</b>	<b>Met July '04</b>
<b>Please explain the data (6 month)</b> <b>See previous STO</b>				

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Please explain the data (12 month) <b>Written report of present levels of performance include strength weaknesses that are linked to the results of the assessments.</b>				
3. To ensure that goals and objectives are developed from information gleaned from all assessments, including functional assessments with parent input, 100% of the special education staff will attend a DDN broadcast, in-service, or workshop that addresses functional assessments and how they are used to help develop appropriate IEPs.	2002-2003	Special Educators Speech Therapists	<b>ONGOING</b>	<b>Met          July '04</b>
Please explain the data (6 month) <b>On going. A DDN broadcast, in-service was not available during the 2002-03 school year. Timeline – 12 month progress report</b> <b>An in-service was held on December 20, 2000 that addressed utilizing functional assessments in developing appropriate IEPs.</b>				
Please explain the data (12 month) <b>See previous regarding DDN Video on Functional Assessments presented on January 16, 2004. 100% of the special education staff attended a DDN broadcast in-service on December 5th, 2003 regarding aligning student goals and objectives with the content standards/curriculum.</b>				
4. To ensure that the students' involvement in the general curriculum, the students' goals and objectives will be developed in such a way that involvement is ensured and are linked to the students' present levels of performance 100% of the time.	Immediately & continuously	Special Educators Speech Therapists	<b>MET</b>	
Please explain the data (6 month) <b>100% of files reviewed addressed student involvement in the general curriculum, the extent of that involvement, and what goals and objectives can be addressed through the general curriculum.</b>				

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<b>Principle 5: Individual Education Program</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)				
In files reviewed by the team, IEPs did not describe the frequency, location or duration of the needed modification.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
The district desires to develop IEPs that are specific to the need for modification and what the frequency, location and duration of the modification(s) will be.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>				
The district will develop IEPs that are specific to needed modifications that will include the frequency, location and duration of the modifications, including the need during the administration of state or district wide assessments.				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. When developing or reviewing a student's IEP, the team members will address, discuss and determine each student's specific need for accommodations and modifications 100% of the time.	Immediately & continuously	Special Educators Speech Therapists Regular Educators Parents Administrators	<b>MET</b>	
<b>Please explain the data (6 month)</b> <b>100% of the files reviewed addressed specifically what accommodations and modifications were needed to be successful in the general curriculum.</b>				
2. To ensure that each student on an IEP receives appropriate accommodations and modifications, special education staff will be able to determine the difference between an actual "need" for accommodations and modifications and "good teaching practices," 100% of the time.	Immediately & continuously	Special Educators Speech Therapists Regular Educators	<b>MET</b>	

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<b>Please explain the data (6 month)</b> <b>An in-service was held on December 20<sup>th</sup>, 2002 where the difference between a need for accommodations/modifications and good teaching practices was addressed. Modifications/Accommodations need only be developed if they are needed to ensure success in the general curriculum.</b>				
3. To ensure that the district's special education staff understands how modifications and accommodations are used in state-wide and district-wide assessments, 100% of the staff will attend a training session on IEP development which addresses modifications and accommodations, annually.	2002-2003	Special Education Staff	ONGOING	Met July '04
<b>Please explain the data (6 month)</b> <b>Addressed in the December 20, 2002 in-service.</b> <b>On going. Will be addressed annually. Timeline – 12 month progress report</b>				
<b>Please explain the data (12 month)</b> <b>This is addressed annually during in-service days prior to the school year starting.</b>				
4. To ensure that the IEP process is appropriate, each special educator/speech therapist will be able to explain to the IEP team members why, how and when accommodations/modifications are needed 100% of the time.	Immediately & continuously	Special Educators Speech Therapists	MET	
<b>Please explain the data (6 month)</b> <b>Special education staff explain how accommodations/modifications are developed when “needed” for success at 100% of their IEP meetings.</b>				
5. To ensure that each student's IEP meets the requirements state-wide and district-wide assessments, modifications and accommodations for test taking will be addressed appropriately on the IEP 100% of the time.	Immediately & continuously	Special Educators Speech Therapists	MET	
<b>Please explain the data (6 month)</b> <b>100% of IEPs reviewed addressed modifications/accommodations needed for state-wide and district-wide assessments appropriately.</b>				

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<b>Principle 5: Individual Education Program</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  The review team found that the course of study was not developed <u>thru</u> the 12 <sup>th</sup> grade in files that were reviewed where the student was older than 14 years. Course of study was developed for the next year, but not thru the 12 <sup>th</sup> grade.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district desires to have courses of study developed for each child on an individual education program beginning at the age of 14 or younger that are inclusive thru the 12 <sup>th</sup> grade.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  The district will develop IEPs that have complete course of study plans for each child beginning at the age of 14 or younger.				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. To ensure that district secondary and middle level special education staff develop appropriate transition plans, 100% of those staff members will attend a DDN broadcast, workshop or inservice on IEP development that addresses transition, annually.	2002-2003 Continuous	Secondary & Middle Level  Special Educators	<b>ONGOING</b>	<b>Met</b>  <b>January 05</b>
<b>Please explain the data (6 month)</b> <b>On going. No DDN broadcast/in-service was available during the 2002-03 school year. Timeline – 12 month progress report</b>				
<b>Please explain the data (12 month)</b> <b>No DDN broadcast was available, however the secondary and middle level special educators have reviewed IEP procedures for transition and have developed IEPs that address transition appropriately</b>				
<b>Please explain the data (18 month)</b> <b>The secondary special education teachers, including 7th grade teacher, 8th grade teacher and high school teacher attended a DDN broadcast on transition which addressed the development of appropriate goals and objectives to ensure a smooth transition process for special needs children beginning at age 14. They attended at Sturgis High School on November 18th, 2004.</b>				



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2. When developing an IEP on a special education student who is at least 14 years of age or will turn 14 during the coverage of the IEP, a complete course of study will be developed through the student's 12th grade 100% of the time.	Immediately Continuous	Secondary & Middle Level Special Educators	ONGOING	Met July '04
<b>Please explain the data (6 month)</b> <b>Of the files reviewed, one did not have a complete course of study through grade 12. The new 8<sup>th</sup> grade special educator was informed of this requirement. Will be addressed again for 12 month progress report.</b>				
<b>Please explain the data (12 month)</b> <b>100% of IEPs for students that are 14 years of age or older and students who will turn 14 years of age during the current year have course of studies developed through grade 12.</b>				
3. To ensure that 100% of all special education children who are of age have a transition plan, secondary and middle level guidance counselors will provide the special educators with a list of special education children who are 14 years of age or will be turning 14 during the course of the school year, annually.	Immediately Continuous	Guidance Counselors	ONGOING	Met July '04
<b>Please explain the data (6 month)</b> <b>Guidance counselors at High school and Middle school levels have been notified of a need to inform special education teachers of special education students turning 14 during the school year.</b>				
<b>Please explain the data (12 month)</b> <b>Guidance counselors inform special educators of students on IEPs that will be turning 14 years of age during the current school year.</b>				
4. To ensure that 100% of all special education students' transition plans are current, the secondary level special educator will address and modify the plans as deemed necessary by the IEP committee at each IEP meeting, annually.	Immediately Continuous	Secondary & Middle Level Special Educators	MET	
<b>Please explain the data (6 month)</b> <b>100 % of files reviewed indicate that the course of study is addressed annually and re-developed if necessary during the IEP meeting.</b>				
Please explain the data (12 month)				

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5. To ensure that 100% of special education students that are of age have a current transition plan, the special education director will view each students' IEP, annually.	May 15, 2003 Annually	Special Ed. Director	<b>ONGOING</b>	<b>Met July '04</b>
<b>Please explain the data (6 month)</b> <b>On going. As the district moves to the DDN Campus program, review of each IEP annually will be technically realistic. Timeline – 12 month progress report</b>				
<b>Please explain the data (12 month)</b> <b>The district now uses the DDN Campus IEP program allowing each student's IEP to be reviewed electronically.</b>				

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<b>Principle 5: Individual Education Program</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  Through interviews, the team found that the district staff did not collect data to support the need for extended school year services. Some staff members lacked an understanding of the difference between summer school and extended school year. Length of school day and duration of extended school year was not stated on the IEP.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district desires to gain a thorough understanding of extended school, how data is gathered and how a determination is made for the service so children with disabilities will receive a complete free and appropriate public education				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  To ensure that children with disabilities receive a free appropriate public education, the district will develop and implement a plan that will develop the staff to a level of understanding of the extended school year so that it may be provided to children who are found in need of these services.				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. To ensure that district special education staff are skilled in developing ESY programs, 100% of the staff will attend a DDN broadcast, workshop, or in-service on IEP development that addresses and trains individuals in ESY procedures, annually.	2002-2003 Continuous	Special Education Staff	<b>ONGOING</b>	<b>Met July '04</b>
<b>Please explain the data (6 month)</b> <b>On going. No DDN broadcast/in-service was available during the 2002-03 school year that addressed ESY and criteria for eligibility was addressed at the December 20, 2002 in-service.</b> <b>Possible use of State-wide assessments to determine regression was discussed.</b>				
<b>Please explain the data (12 month)</b> <b>No DDN broadcast was available, however, ESY was addressed at the January 16<sup>th</sup> 2004 in-service and a form for documenting regression was developed to help the IEP committees determine a need for ESY. This form is attached to any IEP providing ESY.</b>				

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2. To ensure that 100% of all student IEPs are developed appropriately, ESY will be addressed at the IEP meeting and a determination will be made if ESY is needed, not needed, or to be determined by specific date, 100% of the time, annually.	Immediately Continuous	Special Education Staff	ONGOING	Met July '04
<b>Please explain the data (6 month)</b> <b>ESY is still determined by the student's IEP committee with parent input, evaluation data, and educators' professional opinions to determine if a student is going to regress significantly over the summer time period.</b>				
Please explain the data (12 month) <b>ESY is discussed and the need or no need for it at each student's IEP meeting</b>				
3. When developing an IEP and it is determined that ESY may be needed and a determination date has been set, the IEP committee will determine how and what data will be collected to determine significant regression and ESY eligibility for 100% of those IEPs.	Immediately Continuous	Special Educators Related Service Provider IEP Committee	ONGOING	Met July '04
<b>Please explain the data (6 month)</b> <b>On going. Criteria for determining ESY eligibility because of significant regression has not been developed. Timeline – 12 month progress report</b>				
Please explain the data (12 month) <b>Forma has been developed that will track regression over school year breaks that will document regression. If regression is determined to be significant by the student's IEP committee or if the data shows a risk of significant regression, ESY will be provided to the student and documented on the student's IEP.</b>				
4. When given an IEP where ESY has been determined to be needed, supporting data will be provided and the IEP committee will determine specifically what areas are in need, how much service is needed and the duration of ESY, 100% of the time.	Immediately Continuous	Special Educators Related Service Provider IEP Committee	ONGOING	Met July '04
<b>Please explain the data (6 month)</b> <b>See previous STOs</b>				
Please explain the data (12 month) <b>Data supporting the need for ESY is provided to the IEP committee to enable them to determine specifically what areas are in need, how much service is needed, and the duration of ESY.</b>				

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5. To ensure that ESY is being addressed appropriately on the IEP, the special education director will annually select 100% of the IEPs that have been determined to be in need of ESY and ensure that data collection and procedures have been appropriately followed 100% of the time.	May 15, 2003 Continuous	Spec. Ed. Director	<b>ONGOING</b>	<b>Met July '04</b>
<b>Please explain the data (6 month)</b> <b>On going. As the district moves to DDN campus, the Special Ed. Director will be able technically view each IEP that have been determined to be in need of ESY.</b> <b>See previous STO regarding the district's need and timeline for developing data collection and procedures for determining ESY eligibility.</b>				
<b>Please explain the data (12 month)</b> <b>The special education director requests a list of all students that have been determined to be in need of ESY and reviews the students' files for documentation justifying ESY.</b>				